

Nice — I'll give you a concise, usable checklist of the **elements a job description should include to meet Idaho law (Idaho Code & Administrative Rules) and workers' compensation needs**, followed by a one-page sample job description you can adapt. I checked Idaho statutes, Idaho administrative rules, the Industrial Commission (workers' comp) guidance, and state HR/classification guidance to make sure the list maps to the legal requirements. ([Justia](#))

What to include (required / strongly recommended)

Each item below includes why it matters for Idaho compliance and an action you can take.

1. Job title and classification
 - Why: Idaho law requires an “appropriate title” and that job classifications include duties and requirements. ([Justia](#))
 - Do: Use a clear, consistent title and indicate the official classification or pay grade (if your organization uses one).
2. Purpose / job summary (1–3 sentences)
 - Why: Helps define the scope of duties and makes it easier to determine worker's-comp-related essential functions and accommodations. ([Admin Rules Idaho](#))
3. Essential duties & responsibilities (clear, specific, prioritized)
 - Why: Idaho Admin. Rules require job descriptions to include authority, responsibilities, and duties of the classification; essential functions are critical for ADA accommodations and for workers' comp light-duty placements. ([Legal Information Institute](#))
 - Do: Number items; indicate percent of time for major duties (e.g., “40% – classroom instruction”).
4. Minimum qualifications and preferred qualifications
 - Why: Idaho Code asks that classifications list minimum training, skills, experience, etc. This supports hiring, classification, and legal defensibility. ([Justia](#))
 - Do: Include education, certifications, years of experience, and any required licenses (and renewal requirements).
5. Supervision and reporting relationships
 - Why: Clarifies authority and chain of command (required in many state HR rules). ([Legal Information Institute](#))
 - Do: State “Reports to:” and “Supervises (if any):”.
6. Work schedule / hours / workplace location
 - Why: Important for FLSA overtime classification, workers' comp coverage questions (where/when work occurs), and Dual-employment/leave rules in state agencies. ([Idaho Department of Labor](#))
7. FLSA / pay status and pay range or grade
 - Why: Employers must classify exempt/nonexempt for wage/hour laws; pay range increases transparency and helps meet state HR practices. ([Baker Donelson](#))
8. Physical demands & essential function details

- Why: Crucial for workers' compensation return-to-work planning, determining job compatibility with restrictions, and ADA accommodation analysis. ID worker's comp rules expect employers to document duties and physical demands. ([Admin Rules Idaho](#))
- Do: Use standard categories (standing, lifting — include weights, climbing, sitting, fine motor, vision/hearing requirements, etc.).
- 9. Work environment / hazards / safety requirements / PPE
 - Why: For workers' comp and OSHA safety planning; helps occupational health and light-duty planning. ([Industrial Commission](#))
 - Do: Note exposures (chemicals, heights), any safety certifications, and PPE required.
- 10. Essential competencies / skills / equipment used
 - Why: Shows what tools and software the employee must competently use for the position (helpful in classification and accommodation).
 - Do: List core skills (e.g., "proficient in SIS X, Microsoft 365").
- 11. Required checks, screening, and certifications
 - Why: State and district positions often require background checks, fingerprinting, TB tests, mandated reporting clearances, or teaching certificates. Include renewal/recertification intervals. ([Idaho Small Business Administration](#))
- 12. Workers' compensation & reporting instructions (brief)
 - Why: Employers should note the obligation to report work injuries and where to report them; this links the job to the employer's WC procedures and helps injured workers identify how their duties impact claims. ([Industrial Commission](#))
 - Do: A short line: "Report all workplace injuries to [HR or WC coordinator] immediately; see [internal link/process]."
- 13. ADA accommodation statement and at-will / equal employment opportunity statement
 - Why: Aligns with federal law and state hiring policies; shows commitment to nondiscrimination (helps when classifying positions and responding to accommodation requests).
 - Do: Include a short EEO and ADA accommodation sentence.
- 14. Performance evaluation / probationary period (if applicable)
 - Why: Idaho administrative rules for state classified positions include evaluation and probation guidance; include evaluation frequency or reference to policy. ([Admin Rules Idaho](#))
- 15. Date prepared / last revised and who prepared it (on file)
 - Why: Idaho Admin. Code requires job descriptions be current and on file. Keep revision history for audits. ([Legal Information Institute](#))
- 16. Contact for questions
 - Why: Practical: who to ask about duties, accommodations, or WC reporting.

Why physical demands + essential functions matter for workers' comp

- Workers' compensation and the Industrial Commission use the job's documented duties and physical demands to evaluate return-to-work options and compatibility with medical restrictions. Employers should make these sections specific and realistic (percent of time on tasks, typical weights lifted, frequency). ([Admin Rules Idaho](#))

Minimum Idaho-specific legal references (most relevant)

- Idaho Code re: job classification content (title, duties, minimum training/experience). ([Justia](#))
- Idaho Admin. Code (personnel): job descriptions must be current, on file, include authority/responsibilities/duties, and be provided to employees. ([Legal Information Institute](#))
- IDAPA 17 (Worker's Compensation administrative rules): sets reporting, benefits, and claims procedures—useful when drafting WC-related job info. ([Admin Rules Idaho](#))
- Idaho Industrial Commission employer guidance and factsheets: practical points about coverage, reporting, and return-to-work. ([Industrial Commission](#))

Short, ready-to-use job description template (one page)

Use this as a starting copy-paste; keep it on file and update the “Last revised” date.

Job Title: [Official Title] – Classification/Grade: [if applicable]

Prepared by: [Name / Dept.] Last revised: [MM/DD/YYYY]

Job Summary:

Briefly summarize the position in 1-3 sentences (purpose and primary objective).

Essential Duties & Responsibilities (list; include % time if possible):

- [Primary duty – e.g., “Deliver classroom instruction in grades 3-5”] (40%)
- [Second duty – e.g., “Develop lesson plans and assess student learning”] (25%)
- [Third duty – etc.] (15%)
- [Other duties as assigned; percentage]

Minimum Qualifications:

- Education: [degree or diploma required]
- Experience: [years and type]
- Licenses/Certifications: [e.g., Idaho teaching certificate – specify endorsements]
- Other: [clearances, background checks]

Preferred Qualifications:

- [Optional items]

Supervision & Reporting:

- Reports to: [title]
- Supervises: [titles, if any]

Work Schedule / Location:

- [Days/hours; typical schedule; primary worksite(s)]

FLSA / Pay:

- Status: [Exempt / Nonexempt]; Pay Grade/Range: [if allowed]

Physical Demands & Essential Functions:

- Stand/walk: [freq], Sit: [freq]
- Lift: [typical weight and frequency – e.g., “Lift up to 30 lbs occasionally”]
- Other: [climbing, stooping, driving, fine motor tasks, hearing/vision needs]

Work Environment & Hazards:

- [Indoors/outdoors, temperature, noise level, exposure to chemicals, PPE required]

Safety/Workers’ Compensation:

- All workplace injuries must be reported immediately to [HR/WC coordinator]. The employer will follow Idaho Industrial Commission reporting procedures. (See [internal link]).

EEO / ADA:

- [Agency] is an equal opportunity employer. Reasonable accommodations are available under the ADA—contact [contact].

Performance & Probation:

- [Probationary period, evaluation frequency] or reference to policy.

Contact:

- Questions about this description: [Name, Title, contact info]

Practical tips for implementing & maintaining compliance

- Keep a revision log and store job descriptions in a central HR file (Idaho Admin. Code requires descriptions be current and on file). ([Legal Information Institute](#))
- Make physical demands specific (weights, frequencies). This saves time when an employee is injured and a provider asks “can they return to X task?” — Industrial Commission materials emphasize this. ([Industrial Commission](#))
- Cross-reference required licenses/certificates to state licensing bodies and include renewal cycles. ([Idaho Small Business Administration](#))
- If you’re a public agency/state employer, confirm any additional language required by your agency’s classification system or IDAPA rules (e.g., probation, dual-employment rules). ([Admin Rules Idaho](#))

If you want, I can:

- convert that template into a Word document formatted to your district/agency letterhead, or
- produce a short checklist HR can use to audit current job descriptions for compliance.

Which one would be most helpful right now?

Here's a **short, practical checklist** your HR team can use to quickly audit any job description for Idaho compliance. It's formatted so you can easily apply it job-by-job.

Idaho Job Description Compliance Audit Checklist (HR Use)

1. Core Job Classification Requirements (Idaho Code & IDAPA)

- ☐ **Clear job title** (accurately reflects the role)
 - ☐ **Job summary/purpose** (1–3 sentences)
 - ☐ **Essential duties/responsibilities listed**
 - ☐ Duties are **specific**, not vague
 - ☐ **Authority / scope of responsibility** identified
 - ☐ **Minimum qualifications** (education, experience, licenses)
 - ☐ **Preferred qualifications** (optional but consistent across roles)
 - ☐ **Supervision**
 - ☐ Reports to
 - ☐ Supervises (if applicable)
 - ☐ **Date prepared / revised** is present
 - ☐ Job description appears **current** (revised within last 3 years or as duties changed)
-

2. Compliance With Workers' Compensation Needs

- ☐ **Physical demands** clearly documented
 - ☐ Lifting weights with numbers (e.g., "Lift 30 lbs occasionally")
 - ☐ Frequency of physical tasks (occasionally/frequently/constantly)

- ☐ Postures (standing, sitting, bending, climbing)
 - ☐ **Work environment & hazards** described
 - ☐ Noise, temperature, chemicals, bodily fluids, etc.
 - ☐ Required **PPE** (gloves, respirators, etc.)
 - ☐ **Tools/equipment used** listed
 - ☐ **Injury reporting statement** included (who & how to report injuries)
 - ☐ Language supports **return-to-work** or **light-duty planning** (i.e., essential functions are identifiable and specific)
-

3. ADA & Employment Practices Compliance

- ☐ **Essential functions** are explicitly identifiable
 - ☐ **Physical and cognitive requirements** are job-related and defensible
 - ☐ **Reasonable accommodations / ADA statement** included
 - ☐ **EEO statement** included
 - ☐ Requirements do **not** include discriminatory or non-job-related criteria
-

4. Pay, Classification & Work Schedule

- ☐ **FLSA status** (Exempt / Nonexempt) is identified
 - ☐ **Pay grade or range** included (if organizational practice)
 - ☐ **Work schedule** defined (hours, shifts, overtime expectations)
 - ☐ **Work location(s)** listed
 - ☐ Any **probationary period** or **evaluation cycle** referenced (if required by agency policy)
-

5. Licensing, Screening & Legal Requirements

- ☐ All required **licenses/certifications** listed
 - ☐ State credentials (e.g., teaching certificate, CDL, EMT license)
 - ☐ Renewal requirements noted if relevant
 - ☐ **Background check / fingerprinting / screenings** included if required
 - ☐ Any mandated reporter or compliance-specific requirements included (if applicable)
-

6. Internal Consistency & HR Standards

- ☐ Duties align with the **job's classification level**
- ☐ Qualifications match the **complexity and pay grade**
- ☐ Similar roles use **consistent language** and structure
- ☐ Job description uses **clear, plain language**
- ☐ Document is **signed/approved internally** (HR or supervisor)

If you'd like, I can also convert this into a **fillable PDF**, **Word version**, or a **Google Sheets checklist** your HR team can use to batch-audit multiple job descriptions.

Job Description: Superintendent

West Bonner School District #83
134 Main Street
Priest River ID 83856



POSITION SUMMARY

~~Plan, direct, or coordinate the academic, administrative, or auxiliary activities of kindergarten, elementary, or secondary schools.~~

BRIEF SUMMARY: ~~Directs and coordinates activities concerned with administration of the school system in accordance with board of education standards:~~ *Plans, directs and coordinates activities concerned with academic, administration, and auxiliary services of the school system in accordance with school board of education standards:* Formulates plans and policies for educational program and submits them to school board for approval. Administers program for selection of school sites, construction of buildings, and provision of equipment and supplies. Directs preparation and presentation of school budget and determines amount of school bond issues required to finance educational program. Addresses community and civic groups to enlist their support. Interprets program and policies of school system to school personnel, to individuals and community groups, and to governmental agencies. Coordinates work of school system with related activities of other school districts and agencies, ensures that laws applying to attendance of children at school are enforced, supervises examining, appointing, training, and promotion of teaching personnel.

DICTIONARY OF OCCUPATIONAL TITLES:

099.117-022 SUPERINTENDENT, SCHOOLS (education)

OCCUPATIONAL INFORMATION NETWORK (O*Net):

11-9032.00 Education Administrators, Kindergarten through Secondary

COMPENSATION:

Annual compensation is based on placement for verified years of experience on the Salary Schedule through a Verification of Experience with previous employers. *The employment contract may not exceed three years.*

~~Certificated employees may be compensated above placement on their appropriate Salary Schedule through an Extra Day Contract and/or Extra Duty Contract.~~

FAIR LABOR STANDARDS ACT (FSLA) STATUS: Exempt

Classified Employees compensated by Salary are considered employed through Contract.

Job Description: Superintendent

West Bonner School District #83
134 Main Street
Priest River ID 83856



WORK SCHEDULE:

Monthly Calendar	Annual Days	Days per Week	Hours per Day
12 month	Variable 240 - 260	40	Variable 8 - 10

REPORTS TO: Board of Trustees

SUPERVISES: Designated District Level Staff

DRAFT as of: 07/15/2026

ESSENTIAL FUNCTIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable Accommodations may be made to enable qualified individuals with disabilities to perform the essential functions.

Detailed Work Activities/Tasks

Specific, observable actions workers perform to accomplish job tasks.

- Support the professional development of others
 - Mentor and support administrative staff members, such as ~~superintendents and principals~~ *and Instructional Program Administrators*.
 - provides for professional development of selected personnel responsible directly to him/her
 - See that appropriate in-service training is conducted. Summon employees of the District to attend such regular and occasional meetings as are necessary to carry out the educational programs of the District.
 - **Oversees development and implementation of objectives and long range plans for curriculum and instructional evaluation and improvement.**
- Advise others on career or personal development.
 - Counsel and provide guidance to students regarding personal, academic, vocational, or behavioral issues.
 - Confer with parents and staff to discuss educational activities, policies, and student behavior or learning problems.
 - Secure and recommends for employment best qualified and most competent teachers, supervisory, and administrative personnel. Hires best candidates for support staff positions.
 - Assigns, transfers and promotes employees as the interests of the school system may indicate.
 - Assures systematic performance evaluation of school personnel and takes necessary actions regarding any employee whose performance is judged to be unsatisfactory.
 - Holds such meetings of school personnel as are necessary for discussion of matters related to the welfare and improvement of the schools.
 - Oversees employee relations in the school system.
- Perform human resources activities.
 - makes recommendations to the board, in consultation with other appropriate personnel, concerning the employment, promotion, or separation of all personnel
 - coordinates the efforts of selected personnel in working toward the achievement of established goals

- has full responsibility, subject to selected board approval, for the initial selection of all personnel, the definition of job responsibilities, and the placement of all personnel.
- Schedule activities or facility use.
 - Coordinate and direct extracurricular activities and programs, such as after-school events and athletic contests.
- Develop educational goals, standards, policies, or procedures.
 - Determine the scope of educational program offerings, and prepare drafts of course schedules and descriptions to estimate staffing and facility requirements.
 - evaluates personnel and reports on the results of evaluation efforts and recommended plans for improvement, to the board, and, with the approval of the board, to the general public through speeches, news releases, and school community activities
 - Create school improvement plans, using student performance data.
 - plans for both current situations and for long-range development of program improvements in each of the areas listed above, working closely with other personnel in the various divisions of the school organization and with the board
- Supervise employees.
 - Enforce discipline and attendance rules.
 - Recommend personnel actions related to programs and services.
 - Delegates powers or duties to other district employees. Delegation of power or duties does not relieve *the* superintendent of final responsibility for action taken under such delegation.
- Conduct employee training programs.
 - Plan and lead professional development activities for teachers, administrators, and support staff.
- Hire personnel.
 - ~~Recruit, hire, Hire and onboard train, and evaluate primary and supplemental staff.~~
- Recruit personnel.
 - ~~Recruit, hire, train, and evaluate primary and supplemental staff.~~
- Develop organizational policies or programs.
 - cooperates and assist in parent-teacher organizations, cafeteria and maintenance operations, summer school and night school when held in the building, and community use of building facilities
 - See that sound plans of organization, educational programs, and services are developed and maintained for the Board.
- Determine operational compliance with regulations or standards.

- Review and interpret government codes, and develop programs to ensure adherence to codes and facility safety, security, and maintenance.
- Supervises effective administration of all federal, state, local, constitutional, and statutory laws, state regulations and board policies.
- Evaluate program effectiveness.
 - Observe teaching methods and examine learning materials to evaluate and standardize curricula and teaching techniques and to determine areas for improvement.
 - Collaborate with teachers to develop and maintain curriculum standards, develop mission statements, and set performance goals and objectives.
 - Evaluate curricula, teaching methods, and programs to determine their effectiveness, efficiency, and use, and to ensure compliance with federal, state, and local regulations.
 - Review and approve new programs, or recommend modifications to existing programs, submitting program proposals for school board approval as necessary.
- Analyze data to inform operational decisions or activities.
 - Plan and develop instructional methods and content for educational, ~~vocational-~~ *Career Technical Education*, or student activity programs.
- Evaluate student work.
 - Establish, coordinate, and oversee particular programs across school districts, such as programs to evaluate student academic achievement.
- Approve expenditures.
 - responsible for *approving* orderings for supplies, textbooks, equipment, and all other materials necessary to the operation of the school
- Prepare financial documents, reports, or budgets.
 - supervises the preparation of annual budget and makes recommendations to the board for their approval
 - Prepares all federal program budgets for submission to the Stated Department of Education.
- Prepare operational budgets.
 - Determine allocations of funds for staff, supplies, materials, and equipment, and authorize purchases.
 - Prepare and submit budget requests and recommendations, or grant proposals to solicit program funding.
 - Prepares annual operating budget recommendations based on guidelines set by the Board of Trustees. Wors with Board to develop the final budget. Implements the approved budget.

- Based on district needs, proposes a supplemental levy amount and items to the Board of Trustees for approval. Educates and informs the community in all aspects of the Supplemental Levy.
- Prepare proposals or grant applications to obtain project funding.
 - [Task]
- Coordinate special events or programs.
 - communicates school programs to the community *and Board*
- Analyze forecasting data to improve business decisions.
 - [Task]
- Conduct opinion surveys or needs assessments.
 - Collect and analyze survey data, regulatory information, and data on demographic and employment trends to forecast enrollment patterns and curriculum change needs.
- Promote products, services, or programs.
 - shall take responsibility for and take reasonable precaution to protect life, health, and well-being of all persons in the district
 - See to the execution of all decisions of the Board.
- Advise others on business or operational matters.
 - Plan, coordinate, and oversee school logistics programs, such as bus and food services.
 - responsible for all school enterprises and activities
 - serves as the representative of the board in handling public complaints and criticisms of any phases of the school system, brings unresolved problems to regular or special meetings of the board
 - as a district employee, follows all district policy and state law
 - Keep the Board informed of the condition of the District's educational system; assure effective communication between the Board and the staff of the school system. Relay all communications by the Board regarding personnel to district employees and receive from all school personnel any communications directed to the Board.
 - Attends and participated in all Board meetings.
 - Prepares and submits to Board recommendations on all matters requiring board action. Recommendations are supplemental with necessary and helpful facts, information and reports as needed for Board to make informed decisions.
 - Recommends, annually, to the Board of Trustees the District Goals, Monitors and reports back to the Board at least semi-annually, on the progress toward achieving the goals.

- Maintains open lines of communication and cooperative relationships with school staff, Board, parents, and community at-large.
- Direct organizational operations, projects, or services.
 - Makes administrative decisions necessary to the proper function of *the* District.
 - Prepares crisis and disaster plans for District with input from staff, law enforcement, and order appropriate persons,; oversees implementation including practice drills.
- Maintain personnel records.
 - Prepare, maintain, or oversee the preparation and maintenance of attendance, activity, planning, or personnel reports and records.
 - maintains records, as determined by state records retention information
- Prepare operational progress or status reports.
 - evaluates the effectiveness of all phases of the school program, including curriculum, instruction, books, materials, equipment, supervision, administration, business procedures, auxiliary services, efforts to promote public understanding, and other aspects of the total program
- Develop operating strategies, plans, or procedures
 - Set educational standards and goals, and help establish policies and procedures to carry them out.
 - Meet with federal, state, and local agencies to stay abreast of policies and to discuss improvements for education programs.
 - Determines, with the Board of Trustees, short and long-range building needs and oversees implementation of construction, operation, and maintenance programs.
 - Will actively support West Bonner County's Strategic Plan and will serve as a leader-advocate for the Effective Schools Process, the District Vision and the District Mission.
 - Provides suitable instructional and regulations to govern use and care of school properties for school purposes.
- Develop safety standards, policies, or procedures.
 - *Develops safety standards, maintains, and updates* district policy and *to align with* state law reviews policies with the board regularly, making recommendations for additions,
 - deletions, or revisions as deemed necessary
 - establishes, subject to board approval, rules and regulations for the implementation of board policies
- Establish interpersonal business relationships to facilitate work activities.

- develops an orderly system for securing suggestions from and handling grievances of all personnel, bringing any unresolved problems to regular or special meeting of the board
- Establish and maintain liaison with community groups which are interested or involved in the educational programs of the District.
- Establish and maintain liaison with other school districts, the State Department of Education, colleges and universities and the U.S. Department of Education.
- Attend, or delegate a representative to attend, all meetings of municipal agencies or governmental bodies at which matters pertaining to the public schools appear on the agenda.
- Confers periodically with professional and lay groups concerning school programs and relays suggestions to Board gained from such conferences.
- Represent the District before the public, and maintain. Through cooperative leadership, both within and without the District, such a program of public relations as may keep the public informed as to the activities, needs and successes of the District.
- Teach classes in area of specialization.
 - Teach classes or courses to students.
 - Supervise student pick-up or drop-off.
- Direct facility maintenance or repair activities.
 - Advocate for new schools to be built, or for existing facilities to be repaired or remodeled.
 - Direct and coordinate school maintenance services and the use of school facilities.
- Coordinate operational activities with external stakeholders.
 - Direct and coordinate activities of teachers, administrators, and support staff at schools, public agencies, and institutions.
 - Receive all complaints, comments, concerns, and criticisms regarding the operation of the District from the public, employees of the District, students and Board members.
- Maintain knowledge of current developments in area of expertise.
 - keeps current with employee safety training, such as bloodborne pathogens training, etc.
 - Keeps informed of current curricular and educational thoughts, trends, and practices, as well as proposed legislation impacting the schools. Informs the Board of Trustees of significant developments in these areas.
 - Oversees development and implementation of objectives and long-range plans for curriculum and instructional evaluation and improvement.
 - Recommends to Board for adoption all courses of study, curriculum guides, and major changes in texts and time schedules to be used in schools.

- Assures continuous study and revision of curriculum guides and courses of study.
 - Conducts periodic audit of total school program; advises Board on recommendations for educational advancement in schools.
 - Assumes responsibility of their continuing performance growth and development by such efforts as attendance of professional meetings, membership in professional organizations, enrollment in advanced courses, and by reading professional journals and other publications.
- Prepare forms or applications.
 - [Task]
- Recommend organizational process or policy changes.
 - anticipates problems, where possible, and recommends appropriate policies to the board before problems actually arise
 - See to the development of specific administrative procedures and programs to implement the intent established by the Board policies.
 - Acts, if necessary, in any matter not covered by board policy, reports such action to Board as soon as practical; recommends policy in order to provide guidance in the future.
 - Exercised power to implement board policy, making such rules and giving instructions to students and staff as may be necessary.
 - Submits to Board a clear and detailed explanation of any proposed procedures that would involve either departure from established policy or interpretation of new policy.
 - Recommends to Board sales of all property no longer required by Bard; supervises execution of such sales.
 - Recommends establishment or alteration of attendance boundaries for all schools in the interest of good administration of instructional programs.
 - Makes recommendations to Board concerning transportation of students in accordance with law and safety requirements.
- Develop promotional materials.
 - Write articles, manuals, and other publications, and assist in the distribution of promotional literature about facilities and programs
 - responsible for maintaining good public relations with the community and for fully utilizing the community resources to enrich the learning program
- Manage outreach activities.
 - Develop partnerships with businesses, communities, and other organizations to help meet identified educational needs and to provide school-to-work programs.
- Collaborate with other professionals to develop education or assistance programs.

- provides overall direction to inter-district cooperatives in special education
- Serve on institutional or departmental committees.
 - Participate in special education-related activities, such as attending meetings and providing support to special educators throughout the district.
 - Organize and direct committees of specialists, volunteers, and staff to provide technical and advisory assistance for programs.

QUALIFICATIONS

The minimum amount of education and/or experience necessary for the employee to be successful in the position:

Education/Experience

Public school administrators are required to hold an Administrator Certificate. The certificate may be used for service as a school principal, a superintendent, or a director of special education. The minimum certification requirements include: 1.) Pass a proficiency exam; 2.) Have a master's degree or higher (for principals) or doctorate degree or education; specialist degree or higher (for superintendents) from an accredited college or university; 3.) Have four years of experience working with students in a school setting; 4.) Complete an administrative internship; 5.) Complete a state-approved program of at least (30) semester credit hours or forty-five (45) quarter credit hours, of graduate study in school administration for the preparation of school principals at an accredited college or university.

A minimum of five years of school administrative experience on a district-wide level in a wide variety of settings, in addition to a minimum of three years teaching experience is preferred.

Certificates & Licenses

- Holds or eligible for an Idaho Administrator Certificate endorsement (7050 - Superintendent PK-12) for superintendent prior to entering the position on July 1st.
- Public school administrators are required to hold an Administrator Certificate. The certificate may be used for service as a school principal, a superintendent, or a director of special education. The minimum certification requirements include: 1.) Pass a proficiency exam; 2.) Have a master's degree or higher (for principals) or doctorate degree or education; specialist degree or higher (for superintendents) from an accredited college or university; 3.) Have four years of experience working with students in a school setting; 4.) Complete an administrative internship; 5.) Complete a state-approved program of at least (30) semester credit hours or forty-five (45) quarter credit hours, of graduate study in school administration for the preparation of school principals at an accredited college or university.
- Valid Driver's License
- First Aid Card

Background Check

- In accordance with state law and school board policy, employment is strictly contingent upon the successful completion of a comprehensive background screening. Final candidates must submit to a fingerprint-based criminal history search through the Federal Bureau of Investigation (FBI) and State Police databases. The screening will also include a search of national and state sex offender registries, child abuse registries.
- All individuals applying for their first Idaho certificate and those applying to reinstate an Idaho certificate that has been expired for more than Four (4) months.
- All public school employees – a change in school districts will require a new BIC if the applicant's previous BIC was completed more than six (6) months ago.

Verification of Employment

Verification of Employment through previous employers for similar experience.

Previous Performance Evaluations

- As part of the comprehensive background screening and reference verification process, the District reserves the right to request and review an applicant's previous formal performance evaluations from prior educational institutions or employers.

Requisite Competencies - Knowledge, Skills & Abilities

Knowledge

Understanding the competencies to perform the job competently.

- **Education and Training** — Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.
- **Administration and Management** — Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.
- **English Language** — Knowledge of the structure and content of the English language including the meaning and spelling of words, and rules of composition and grammar.
- **Administrative** — Knowledge of administrative and office procedures and systems such as word processing, managing files and records, stenography and transcription, designing forms, and workplace terminology.
- **Mathematics** — Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications.

- **Customer and Personal Service** — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.
- **Computers and Electronics** — Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming.
- **Personnel and Human Resources** — Knowledge of principles and procedures for personnel recruitment, selection, training, compensation and benefits, labor relations and negotiation, and personnel information systems.
- **Psychology** — Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.
- **Public Safety and Security** — Knowledge of relevant equipment, policies, procedures, and strategies to promote effective local, state, or national security operations for the protection of people, data, property, and institutions.
- **Communications and Media** — Knowledge of media production, communication, and dissemination techniques and methods. This includes alternative ways to inform and entertain via written, oral, and visual media.

Skills

Proficiencies that enable effective performance that can be learned or improved upon.

- **Speaking** — Talking to others to convey information effectively.
- **Active Listening** — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
- **Judgment and Decision Making** — Considering the relative costs and benefits of potential actions to choose the most appropriate one.
- **Learning Strategies** — Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.
- **Critical Thinking** — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.
- **Reading Comprehension** — Understanding written sentences and paragraphs in work-related documents.
- **Writing** — Communicating effectively in writing as appropriate for the needs of the audience.
- **Monitoring** — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.
- **Social Perceptiveness** — Being aware of others' reactions and understanding why they react as they do.

- **Complex Problem Solving** — Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.
- **Management of Personnel Resources** — Motivating, developing, and directing people as they work, identifying the best people for the job.
- **Systems Evaluation** — Identifying measures or indicators of system performance and the actions needed to improve or correct performance, relative to the goals of the system.
- **Active Learning** — Understanding the implications of new information for both current and future problem-solving and decision-making.
- **Coordination** — Adjusting actions in relation to others' actions.
- **Instructing** — Teaching others how to do something.
- **Negotiation** — Bringing others together and trying to reconcile differences.
- **Service Orientation** — Actively looking for ways to help people.
- **Time Management** — Managing one's own time and the time of others.
- **Persuasion** — Persuading others to change their minds or behavior.
- **Systems Analysis** — Determining how a system should work and how changes in conditions, operations, and the environment will affect outcomes.
- **Management of Financial Resources** — Determining how money will be spent to get the work done, and accounting for these expenditures.
- **Management of Material Resources** — Obtaining and seeing to the appropriate use of equipment, facilities, and materials needed to do certain work.
- **Mathematics** — Using mathematics to solve problems.
- **Quality Control Analysis** — Conducting tests and inspections of products, services, or processes to evaluate quality or performance.

Abilities

Enduring personal attributes that influence performance; less trainable than skills.

- **Oral Expression** — The ability to communicate information and ideas in speaking so others will understand.
- **Oral Comprehension** — The ability to listen to and understand information and ideas presented through spoken words and sentences.
- **Written Comprehension** — The ability to read and understand information and ideas presented in writing.
- **Speech Clarity** — The ability to speak clearly so others can understand you.
- **Deductive Reasoning** — The ability to apply general rules to specific problems to produce answers that make sense.

- **Written Expression** — The ability to communicate information and ideas in writing so others will understand.
- **Problem Sensitivity** — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing that there is a problem.
- **Speech Recognition** — The ability to identify and understand the speech of another person.
- **Inductive Reasoning** — The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).
- **Fluency of Ideas** — The ability to come up with a number of ideas about a topic (the number of ideas is important, not their quality, correctness, or creativity).
- **Information Ordering** — The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).
- **Category Flexibility** — The ability to generate or use different sets of rules for combining or grouping things in different ways.
- **Near Vision** — The ability to see details at close range (within a few feet of the observer).
- **Originality** — The ability to come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem.
- **Far Vision** — The ability to see details at a distance.
- **Flexibility of Closure** — The ability to identify or detect a known pattern (a figure, object, word, or sound) that is hidden in other distracting material.
- **Mathematical Reasoning** — The ability to choose the right mathematical methods or formulas to solve a problem.
- **Selective Attention** — The ability to concentrate on a task over a period of time without being distracted.
- **Speed of Closure** — The ability to quickly make sense of, combine, and organize information into meaningful patterns.
- **Memorization** — The ability to remember information such as words, numbers, pictures, and procedures.
- **Time Sharing** — The ability to shift back and forth between two or more activities or sources of information (such as speech, sounds, touch, or other sources).

Technology Skills

Software, hardware, and digital tools essential for job performance.

- **Analytical or scientific software** — Desmos; Geogebra; IBM SPSS Statistics ; The MathWorks MATLAB
- **Calendar and scheduling software** — Google Calendar; Scheduling software
- **Cloud-based data access and sharing software** — Google Drive
- **Communications server software** — IBM Domino
- **Computer based training software** — Common Curriculum; Edulastic; Rethink Ed; Schoology
- **Data base management system software** — Apache Cassandra
- **Data base user interface and query software** — ~~Blackboard software; Microsoft Access; School Attendance Keeper;~~ Student information systems SIS software
- **Desktop communications software** — Bloomz; ParentSquare
- **Desktop publishing software** — Microsoft Publisher
- **Document management software** — Microsoft SharePoint
- **Electronic mail software** — Google Gmail; Microsoft Outlook
- **Enterprise resource planning ERP software** — Microsoft Dynamics GP; NetSuite ERP; Thinc Technologies Virtual School; Wilcomp Software RenWeb
- **Human resources software** — Human resource management software HRMS
- **Internet browser software** — Web browser software
- **Mobile messaging service software** — Intrado SchoolMessenger
- **Multi-media educational software** — Nearpod; Seesaw
- **Office suite software** — Microsoft Office software
- **Presentation software** — Microsoft PowerPoint
- **Project management software** — Google Classroom
- **Spreadsheet software** — Microsoft Excel
- **Word processing software** — Microsoft

Work Activities

Broad groupings of requisite competencies common to many occupations.

- **Establishing and Maintaining Interpersonal Relationships** — Developing constructive and cooperative working relationships with others, and maintaining them over time.
- **Training and Teaching Others** — Identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing others.

- **Making Decisions and Solving Problems** — Analyzing information and evaluating results to choose the best solution and solve problems.
- **Communicating with Supervisors, Peers, or Subordinates** — Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person.
- **Developing and Building Teams** — Encouraging and building mutual trust, respect, and cooperation among team members.
- **Coaching and Developing Others** — Identifying the developmental needs of others and coaching, mentoring, or otherwise helping others to improve their knowledge or skills.
- **Getting Information** — Observing, receiving, and otherwise obtaining information from all relevant sources.
- **Communicating with People Outside the Organization** — Communicating with people outside the organization, representing the organization to customers, the public, government, and other external sources. This information can be exchanged in person, in writing, or by telephone or e-mail.
- **Organizing, Planning, and Prioritizing Work** — Developing specific goals and plans to prioritize, organize, and accomplish your work.
- **Resolving Conflicts and Negotiating with Others** — Handling complaints, settling disputes, and resolving grievances and conflicts, or otherwise negotiating with others.
- **Coordinating the Work and Activities of Others** — Getting members of a group to work together to accomplish tasks.
- **Providing Consultation and Advice to Others** — Providing guidance and expert advice to management or other groups on technical, systems-, or process-related topics.
- **Performing Administrative Activities** — Performing day-to-day administrative tasks such as maintaining information files and processing paperwork.
- **Thinking Creatively** — Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.
- **Processing Information** — Compiling, coding, categorizing, calculating, tabulating, auditing, or verifying information or data.
- **Working with Computers** — Using computers and computer systems (including hardware and software) to program, write software, set up functions, enter data, or process information.
- **Performing for or Working Directly with the Public** — Performing for people or dealing directly with the public. This includes serving customers in restaurants and stores, and receiving clients or guests.
- **Staffing Organizational Units** — Recruiting, interviewing, selecting, hiring, and promoting employees in an organization.
- **Analyzing Data or Information** — Identifying the underlying principles, reasons, or facts of information by breaking down information or data into separate parts.

- **Documenting/Recording Information** — Entering, transcribing, recording, storing, or maintaining information in written or electronic/magnetic form.
- **Developing Objectives and Strategies** — Establishing long-range objectives and specifying the strategies and actions to achieve them.
- **Guiding, Directing, and Motivating Subordinates** — Providing guidance and direction to subordinates, including setting performance standards and monitoring performance.
- **Updating and Using Relevant Knowledge** — Keeping up-to-date technically and applying new knowledge to your job.
- **Monitoring Processes, Materials, or Surroundings** — Monitoring and reviewing information from materials, events, or the environment, to detect or assess problems.
- **Judging the Qualities of Objects, Services, or People** — Assessing the value, importance, or quality of things or people.
- **Assisting and Caring for Others** — Providing personal assistance, medical attention, emotional support, or other personal care to others such as coworkers, customers, or patients.
- **Identifying Objects, Actions, and Events** — Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.
- **Monitoring and Controlling Resources** — Monitoring and controlling resources and overseeing the spending of money.
- **Interpreting the Meaning of Information for Others** — Translating or explaining what information means and how it can be used.
- **Evaluating Information to Determine Compliance with Standards** — Using relevant information and individual judgment to determine whether events or processes comply with laws, regulations, or standards.
- **Scheduling Work and Activities** — Scheduling events, programs, and activities, as well as the work of others.
- **Selling or Influencing Others** — Convincing others to buy merchandise/goods or to otherwise change their minds or actions.
- **Estimating the Quantifiable Characteristics of Products, Events, or Information** — Estimating sizes, distances, and quantities; or determining time, costs, resources, or materials needed to perform a work activity.
- **Inspecting Equipment, Structures, or Materials** — Inspecting equipment, structures, or materials to identify the cause of errors or other problems or defects.

PHYSICAL DEMANDS

Select from list below for each

Stand

Walk

Lift/Carry

10 lbs or less

<i>Sit</i>	<i>11 - 20 lbs</i>
<i>Handing / Fingering</i>	<i>21 - 50 lbs</i>
<i>Reach Outward</i>	<i>51 - 100 lbs</i>
<i>Reach Above Shoulder</i>	<i>Over 100 lbs</i>
<i>Climb</i>	<i>Push/Pull</i>
<i>Crawl</i>	<i>12 lbs or less</i>
<i>Squat or Kneel</i>	<i>13 - 25 lbs</i>
<i>Bend</i>	<i>26 - 40 lbs</i>
	<i>45 - 100 lbs</i>

N (Not Applicable)	Activity is not applicable to this occupation.
O (Occasionally)	Occupation requires this activity up to 33% of the time (0 - 2.5+ hrs/day)
F (Frequently)	Occupation requires this activity from 33% - 66% of the time (2.5 - 5.5+ hrs/day)
C (Constantly)	Occupation requires this activity more than 66% of the time (5.5+ hrs/day)

WORK ENVIRONMENT

While performing the duties of this job, the employee frequently works near moving mechanical parts. The employee is occasionally exposed to fumes or airborne particles.

The noise level in the work environment is usually moderate.

Employee Safety

All workplace accidents/injuries must be reported immediately to the Human Resources Director, then followed up with a complete the Injury Report with all information as soon as possible. Provide the complete report to the immediate supervisor who will complete an Incident Investigation with the injured employee in person as they have firsthand knowledge of the accident. The immediate supervisor will then send the documentation to the Human Resources Director.

PERFORMANCE EVALUATION

Evaluation will be based on a rubric that rates performance utilizing the Danielson Teacher Evaluation Framework designed by the Board of Trustees.

ISEE TITLE(S):

41010 - Superintendent K-12 Assignment

Approved: MM/DD/YYYY

Job Description: *Custodian & Grounds*

West Bonner School District #83
134 Main Street
Priest River ID 83856



POSITION SUMMARY

Keep buildings in clean and orderly condition. Perform heavy cleaning duties, such as cleaning floors, shampooing rugs, washing walls and glass, and removing rubbish. Duties may include tending furnace and boiler, performing routine maintenance activities, notifying management of need for repairs, and cleaning snow or debris from sidewalk., and clean up rubble, debris, and other waste materials. **painting** would be part of their job responsibilities. More specifically, painting of interior/exterior building walls and parking lots (lines). In the position summary (page 1, first paragraph) we can adjust the third sentence to read something like "...., perform routine maintenance and renovation activities. May assist other craft workers.

Landscape or maintain grounds of property using hand or power tools or equipment. Workers typically perform a variety of tasks, which may include any combination of the following: sod laying, mowing, trimming, planting, watering, fertilizing, digging, raking, sprinkler installation, and installation of mortarless segmental concrete masonry wall units.

DICTIONARY OF OCCUPATIONAL TITLES:

381.687-014 janitor (any industry)

406.684-014 GROUNDSKEEPER, INDUSTRIAL-COMMERCIAL (any industry) alternate titles: caretaker, grounds; gardener

OCCUPATIONAL INFORMATION NETWORK (O*Net):

32-2011.00 - Janitors and Cleaners, Except Maids and Housekeeping Cleaners

37-3011.00 - Landscaping and Groundskeeping Workers

COMPENSATION:

Hourly compensation for placement on the Wage Scale is based upon verified years of experience (Verification of Experience) through previous employers.

FAIR LABOR STANDARDS ACT (FLSA) STATUS: Non-Exempt

Classified Employees compensated Hourly are considered employed as At Will.

WORK SCHEDULE:

Monthly Calendar	Annual Days	Days per Week	Hours per Day
12-month	Variable (240 - 260)	Variable 20 - 40	8 hours (Summer Months - 10 hours)

Job Description: *Custodian & Grounds*

West Bonner School District #83
134 Main Street
Priest River ID 83856



REPORTS TO: Operations Coordinator

SUPERVISES: This position has no supervisory responsibilities.

DRAFT as of 7/14/2026

ESSENTIAL FUNCTIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable Accommodations may be made to enable qualified individuals with disabilities to perform the essential functions.

Detailed Work Activities/Tasks

Specific, observable actions workers perform to accomplish job tasks.

Custodian

- Clean facilities or sites.
 - Service, clean, or supply restrooms.
- Dispose of trash or waste materials.
 - Gather and empty trash.
 - ~~Police~~, Monitor, clean, and remove trash or debris from exterior entries and grounds daily.
- Clean building walls or flooring.
 - Clean building floors by sweeping, mopping, scrubbing, or vacuuming.
 - Clean windows, glass partitions, or mirrors, using soapy water or other cleaners, sponges, or squeegees.
 - Strip, seal, finish, and polish floors.
 - Steam-clean or shampoo carpets.
 - Sweeps, mops, strips, and burnishes floors
 - vacuums and spot cleans carpets
 - empties wastebaskets into dumpsters; cleans and empties interior and exterior trash cans
 - cleans and sanitizes restrooms including toilets, stalls and dispensers; restocks supplies as needed daily.
- Confer with coworkers to coordinate *major* maintenance or cleaning activities.
 - Notify managers concerning the need for major repairs or additions to building operating systems.
- Monitor building premises to ensure occupant or visitor safety.
 - Monitor building security and safety by performing tasks such as locking doors after operating hours or checking electrical appliance use to ensure that hazards are not created.

- Reports failed lighting.
- Reports maintenance needs to immediate supervisor.
- Performs light maintenance to assist in securing buildings.
- Assures security of assigned areas and reports unusual occurrences to the Facilities Supervisor, Building Administration, or SRO as appropriate.
- Maintains custodial supply rooms and equipment in a clean and orderly manner.
- Responds appropriately and quickly to maintenance emergencies.
- Painting of interior/exterior building walls and parking lots (lines).
- Keep maintenance/custodial storage areas clean, organized and secure.
- Replace damaged ceiling tiles
- Prepare chemicals for work application.
 - Follow procedures for the use of chemical cleaners and power equipment to prevent damage to floors and fixtures.
 - Mix water and detergents or acids in containers to prepare cleaning solutions, according to specifications.
- Clean furniture or fixtures.
 - Dust furniture, walls, machines, or equipment.
 - Clean and polish furniture and fixtures.
 - Washes windows and mirrors, sweeps sidewalks, stairs, and areas outside the building.
 - dusts and cleans surfaces, walls, cabinets, furniture, fixtures, etc
- Clean equipment or supplies.
 - [Task]
- Drive trucks or other vehicles to or at work sites *when requested*.
 - Drive vans, industrial trucks, or other vehicles required to travel to, or to perform, cleaning wok, *when requested*.
- Maintain *custodial* equipment or systems to ensure proper functioning.
 - Reports building and equipment conditions and failures requiring repairs or preventive maintenance to Supervisor.
 - Moves supplies, furniture, and equipment as requested.
 - Maintains inventory of cleaning and restroom supplies
 - Regulates heat and ventilation system to provide temperatures appropriate to the season to ensure economical usage of fuel, water, and electricity.

- Move furniture.
 - Move heavy furniture, equipment, or supplies, either manually or with hand trucks.
 - Sets tables and chairs, moves packages and expedites deliveries in building.
 - Assists in monitoring and set-ups for community use activities.
- Decorate indoor or outdoor spaces.
 - Set up, arrange, or remove decorations, tables, chairs, ~~ladders, or scaffolding~~ to prepare facilities for events, such as banquets or meetings.
 - Helps set up, clean, and fold tables for cafeteria use and special meetings or events.
 - Painting as assigned
- Treat facilities to eliminate pests.
 - Spray insecticides or fumigants to prevent insect or rodent infestation, *when requested*.
- Remove debris from work sites.
 - ~~Police~~, Monitor, clean, and remove trash or debris from exterior entries and grounds daily.

Grounds

- Dispose of trash or waste materials.
 - Gather and remove litter.
- Operate grounds maintenance equipment.
 - Use hand tools, such as shovels, rakes, pruning saws, saws, hedge or brush trimmers, or axes.
 - Mow or edge lawns, using power mowers or edgers.
- Irrigate lawns, trees, or plants.
 - Water lawns, trees, or plants, using portable sprinkler systems, hoses, or watering cans.
 - Use irrigation methods to adjust the amount of water consumption and to prevent waste.
- Drive trucks or other vehicles to or at work sites.
 - Operate vehicles or powered equipment, such as mowers, tractors, twin-axle vehicles, snow blowers, chainsaws, electric clippers, sod cutters, or pruning saws.
- Trim trees or other vegetation.

- Prune or trim trees, shrubs, or hedges, using shears, pruners, or chain saws.
- Care for established lawns by mulching, aerating, weeding, grubbing, removing thatch, or trimming or edging around flower beds, walks, or walls.
- Trim or pick flowers and clean flower beds.
- Rake, mulch, and compost leaves.
- Prepare chemicals for work application.
 - Mix and spray or spread fertilizers, herbicides, or insecticides onto grass, shrubs, or trees, using hand or automatic sprayers or spreaders.
- Treat greenery or surfaces with protective substances.
 - [Task]
- Inspect ~~buildings or~~ grounds to determine condition.
 - Keep buildings and premises, including sidewalks, roof drains, driveways, and play areas neat and clear at all times.
 - Sees to the removal of snow and ice when appropriate on all walks, steps, driveway, fire escapes, and parking areas as needed.
 - Painting of interior/exterior building walls and parking lots (lines).
- Remove snow.
 - Shovel snow from walks, driveways, or parking lots, and spread salt in those areas.
- Maintain equipment or systems to ensure proper functioning.
 - [Task]
- Move furniture.
 - [Task]
- Cultivate lawns, turf, or gardens.
 - Plan or cultivate lawns or gardens.
- Clean facilities or sites.
 - Provide proper upkeep of sidewalks, driveways, parking lots, ~~fountains, planters, burial sites,~~ or other grounds features.
- Remove debris from work sites.
 - empties wastebaskets into dumpsters; cleans and empties interior and exterior trash cans
 - ~~Police,~~ Monitor, clean, and remove trash or debris from exterior entries and grounds daily.

-
- Decorate indoor or outdoor spaces.
 - [Task]

QUALIFICATIONS

The minimum amount of education and/or experience necessary for the employee to be successful in the position:

Education/Experience

High school diploma or equivalent and four years related work experience and/or training; or equivalent combination of education and experience. Ability to diagnose the cause of maintenance related problems. Knowledge of basic computer skills. Must be able to determine supply and material needs. Ability to plan and schedule work for the department(s) and perform multiple concurrent tasks. Ability to motivate, evaluate and supervise staff in order to effectively and efficiently perform all jobs. Must be organized.

Little or no previous work-related skill, knowledge, or experience is needed for these occupations. For example, a person can become a waiter or waitress even if he/she has never worked before.

Employees in these occupations need anywhere from a few days to a few months of training. Usually, an experienced worker could show you how to do the job.

Certificates & Licenses

- Valid Driver's License
- First Aid Card

Background Check

Verification of Employment

Verification of Employment through previous employers for similar work experience.

Previous Performance Evaluations

Custodian Education

~~Most occupations in this zone require training in vocational schools, related on-the-job experience, or an associate's degree.~~

Related Experience

Previous work-related skill, knowledge, or experience is required for these occupations. For example, an electrician must have completed three or four years of apprenticeship or

several years of vocational training, and often must have passed a licensing exam, in order to perform the job.

Job Training

Employees in these occupations usually need one or two years of training involving both on-the-job experience and informal training with experienced workers. A recognized apprenticeship program may be associated with these occupations.

Grounds

Education

~~Some of these occupations may require a high school diploma or GED certificate.~~

Requisite Competencies - Knowledge, Skills & Abilities

Knowledge

Understanding the competencies to perform the job competently.

Custodian

- **Public Safety and Security** — Knowledge of relevant equipment, policies, procedures, and strategies to promote effective local, state, or national security operations for the protection of people, data, property, and institutions.
- **Administration and Management** — Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.

Grounds

- **English Language** — Knowledge of the structure and content of the English language including the meaning and spelling of words, and rules of composition and grammar.
- **Customer and Personal Service** — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.
- **Chemistry** — Knowledge of the chemical composition, structure, and properties of substances and of the chemical processes and transformations that they undergo. This includes uses of chemicals and their interactions, danger signs, production techniques, and disposal methods.

Skills

Proficiencies that enable effective performance that can be learned or improved upon.

Custodian

- **Active Listening** — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
- **Speaking** — Talking to others to convey information effectively.

Grounds

- **Operation and Control** — Controlling operations of equipment or systems.

Abilities

Enduring personal attributes that influence performance; less trainable than skills.

Custodian

- **Near Vision** — The ability to see details at close range (within a few feet of the observer).
- **Trunk Strength** — The ability to use your abdominal and lower back muscles to support part of the body repeatedly or continuously over time without "giving out" or fatiguing.
- **Arm-Hand Steadiness** — The ability to keep your hand and arm steady while moving your arm or while holding your arm and hand in one position.
- **Extent Flexibility** — The ability to bend, stretch, twist, or reach with your body, arms, and/or legs.
- **Manual Dexterity** — The ability to quickly move your hand, your hand together with your arm, or your two hands to grasp, manipulate, or assemble objects.
- **Oral Comprehension** — The ability to listen to and understand information and ideas presented through spoken words and sentences.
- **Oral Expression** — The ability to communicate information and ideas in speaking so others will understand.
- **Problem Sensitivity** — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing that there is a problem.
- **Static Strength** — The ability to exert maximum muscle force to lift, push, pull, or carry objects.

Grounds

- **Multilimb Coordination** — The ability to coordinate two or more limbs (for example, two arms, two legs, or one leg and one arm) while sitting, standing, or lying down. It does not involve performing the activities while the whole body is in motion.

- **Manual Dexterity** — The ability to quickly move your hand, your hand together with your arm, or your two hands to grasp, manipulate, or assemble objects.
- **Trunk Strength** — The ability to use your abdominal and lower back muscles to support part of the body repeatedly or continuously over time without "giving out" or fatiguing.
- **Arm-Hand Steadiness** — The ability to keep your hand and arm steady while moving your arm or while holding your arm and hand in one position.
- **Control Precision** — The ability to quickly and repeatedly adjust the controls of a machine or a vehicle to exact positions.
- **Extent Flexibility** — The ability to bend, stretch, twist, or reach with your body, arms, and/or legs.
- **Static Strength** — The ability to exert maximum muscle force to lift, push, pull, or carry objects.
- **Near Vision** — The ability to see details at close range (within a few feet of the observer).
- **Problem Sensitivity** — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing that there is a problem.
- **Stamina** — The ability to exert yourself physically over long periods of time without getting winded or out of breath
- **Visualization** — The ability to imagine how something will look after it is moved around or when its parts are moved or rearranged.

Technology Skills

Software, hardware, and digital tools essential for job performance.

Custodian

- **Cloud-based data access and sharing software** — Squeegee
- **Desktop communications software** — Eko
- **Electronic mail software** — Microsoft Outlook
- **Office suite software** — Microsoft Office software
- **Operating system software**
- **Spreadsheet software** — Microsoft Excel
- **Word processing software** — Microsoft Word

Grounds

- **Electronic mail software** — IBM Notes
- **Office suite software** — Microsoft Office software

- **Operating system software** — Microsoft Windows
- **Spreadsheet software** — Microsoft Excel
- ~~**Web page creation and editing software** — Facebook~~
- **Word processing software** — Microsoft Word

Work Activities

Broad groupings of requisite competencies common to many occupations.

Custodian

- **Communicating with Supervisors, Peers, or Subordinates** — Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person.
- **Organizing, Planning, and Prioritizing Work** — Developing specific goals and plans to prioritize, organize, and accomplish your work.
- **Performing General Physical Activities** — Performing general physical activities includes doing activities that require considerable use of your arms and legs and moving your whole body, such as climbing, lifting, balancing, walking, stooping, and handling materials.
- **Inspecting Equipment, Structures, or Materials** — Inspecting equipment, structures, or materials to identify the cause of errors or other problems or defects.
- **Making Decisions and Solving Problems** — Analyzing information and evaluating results to choose the best solution and solve problems.
- **Getting Information** — Observing, receiving, and otherwise obtaining information from all relevant sources.
- **Handling and Moving Objects** — Using hands and arms in handling, installing, positioning, and moving materials, and manipulating things.
- **Developing and Building Teams** — Encouraging and building mutual trust, respect, and cooperation among team members.
- **Monitoring Processes, Materials, or Surroundings** — Monitoring and reviewing information from materials, events, or the environment, to detect or assess problems.
- **Identifying Objects, Actions, and Events** — Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.
- **Coordinating the Work and Activities of Others** — Getting members of a group to work together to accomplish tasks.
- **Scheduling Work and Activities** — Scheduling events, programs, and activities, as well as the work of others.
- **Thinking Creatively** — Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.

- **Developing Objectives and Strategies** — Establishing long-range objectives and specifying the strategies and actions to achieve them.
- **Training and Teaching Others** — Identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing others.
- **Processing Information** — Compiling, coding, categorizing, calculating, tabulating, auditing, or verifying information or data.
- **Evaluating Information to Determine Compliance with Standards** — Using relevant information and individual judgment to determine whether events or processes comply with laws, regulations, or standards.
- **Documenting/Recording Information** — Entering, transcribing, recording, storing, or maintaining information in written or electronic/magnetic form.
- **Monitoring and Controlling Resources** — Monitoring and controlling resources and overseeing the spending of money.
- **Resolving Conflicts and Negotiating with Others** — Handling complaints, settling disputes, and resolving grievances and conflicts, or otherwise negotiating with others.
- **Judging the Qualities of Objects, Services, or People** — Assessing the value, importance, or quality of things or people.
- **Updating and Using Relevant Knowledge** — Keeping up-to-date technically and applying new knowledge to your job.
- **Establishing and Maintaining Interpersonal Relationships** — Developing constructive and cooperative working relationships with others, and maintaining them over time.

Grounds

- **Handling and Moving Objects** — Using hands and arms in handling, installing, positioning, and moving materials, and manipulating things.
- **Controlling Machines and Processes** — Using either control mechanisms or direct physical activity to operate machines or processes (not including computers or vehicles).
- **Establishing and Maintaining Interpersonal Relationships** — Developing constructive and cooperative working relationships with others, and maintaining them over time.
- **Performing General Physical Activities** — Performing general physical activities includes doing activities that require considerable use of your arms and legs and moving your whole body, such as climbing, lifting, balancing, walking, stooping, and handling materials.
- **Getting Information** — Observing, receiving, and otherwise obtaining information from all relevant sources.
- **Updating and Using Relevant Knowledge** — Keeping up-to-date technically and applying new knowledge to your job.

- **Inspecting Equipment, Structures, or Materials** — Inspecting equipment, structures, or materials to identify the cause of errors or other problems or defects.
- **Making Decisions and Solving Problems** — Analyzing information and evaluating results to choose the best solution and solve problems.
- **Organizing, Planning, and Prioritizing Work** — Developing specific goals and plans to prioritize, organize, and accomplish your work.
- **Identifying Objects, Actions, and Events** — Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.
- **Repairing and Maintaining Mechanical Equipment** — Servicing, repairing, adjusting, and testing machines, devices, moving parts, and equipment that operate primarily on the basis of mechanical (not electronic) principles.
- **Thinking Creatively** — Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.
- **Operating Vehicles, Mechanized Devices, or Equipment** — Running, maneuvering, navigating, or driving vehicles or mechanized equipment, such as forklifts, passenger vehicles, aircraft, or watercraft.
- **Assisting and Caring for Others** — Providing personal assistance, medical attention, emotional support, or other personal care to others such as coworkers, customers, or patients.
- **Evaluating Information to Determine Compliance with Standards** — Using relevant information and individual judgment to determine whether events or processes comply with laws, regulations, or standards.
- **Coaching and Developing Others** — Identifying the developmental needs of others and coaching, mentoring, or otherwise helping others to improve their knowledge or skills.
- **Scheduling Work and Activities** — Scheduling events, programs, and activities, as well as the work of others

PHYSICAL DEMANDS

Select from list below for each

Stand	Lift/Carry
Walk	10 lbs or less
Sit	11 - 20 lbs
Handing / Fingering	21 - 50 lbs
Reach Outward	51 - 100 lbs
Reach Above Shoulder	Over 100 lbs
Climb	Push/Pull
Crawl	12 lbs or less
Squat or Kneel	13 - 25 lbs
Bend	26 - 40 lbs
	45 - 100 lbs

N (Not Applicable) Activity is not applicable to this occupation.
O (Occasionally) Occupation requires this activity up to 33% of the time (0 - 2.5+ hrs/day)

F (Frequently)
C (Constantly)

Occupation requires this activity from 33% - 66% of the time (2.5 - 5.5+ hrs/day)
Occupation requires this activity more than 66% of the time (5.5+ hrs/day)

WORK ENVIRONMENT

While performing the duties of this job, the employee frequently works near moving mechanical parts. The employee is occasionally exposed to fumes or airborne particles.

The noise level in the work environment is usually moderate.

Employee Safety

Must wear proper clothing and footwear.

All workplace accidents/injuries must be reported immediately to the supervisor the [Job Title] reports to, then follows up with a complete the Injury Report with all information as soon as possible. Provide the complete report to the immediate supervisor who will complete an Incident Investigation with the injured employee in person as they have firsthand knowledge of the accident. The immediate supervisor will then send the documentation to the Human Resources Director.

PERFORMANCE EVALUATION

Evaluation will be based on a district created rubric that rates performance of Tasks, Work Activities, Skills & Abilities.

ISEE TITLE(S):

- 97205 - Custodial Personnel
- 97405 - Building/Grounds Maintenance Personnel

Approved: MM/DD/YYYY